



# Year 5 and 6 Parents' Workshop



# Welcome



# Year 5 and 6 Parents' Workshop

This evening we will be covering the following:

- The importance of reading for vocabulary development
- How we teach grammar and grammatical terminology your child will use this year
- How we are changing the way we teach spelling
- Spelling games you can play at home.



# Year 5 and 6 Parents' Workshop

## Why Read *at home?*

### STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



SCORES IN THE 90TH  
PERCENTILE ON  
STANDARDIZED TESTS

### STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



SCORES IN THE 50TH  
PERCENTILE ON  
STANDARDIZED TESTS

### STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



SCORES IN THE 10TH  
PERCENTILE ON  
STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

**WANT TO BE A BETTER READER? SIMPLY READ.**

[www.bettefetter.com](http://www.bettefetter.com)

If your child struggles to read or doesn't enjoy reading, please remember that you reading to them is just as important as them reading the text.

Bug Club Book

School Library Book

Home reader

Home Library book

Magazines/comics

Instructions

Recipes



# Year 5 and 6 Parents' Workshop Grammar



## SPaG

## GaPS

As part of on going assessment in school, your child will sit Grammar assessments throughout the year. A Grammar test is also included in the Year 6 SAT tests.

We will be having lots of fun in our English lessons to prepare them for this but want to equip you with the knowledae of wh

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Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Grammar Term	What Does It Mean?
noun	A naming word used to name a person, place or thing.
noun phrase	A word or group of words in a phrase that acts like a noun e.g. Lily wore a beautiful red dress. the group of words, 'a beautiful red dress', is a phrase and functions as a noun in the sentence.
suffix	A suffix is added to the end of a word to make a new word e.g. hope + suffix ful = hopeful, hope + suffix less = hopeless.
compound	A compound word is a word created by two smaller words being joined together e.g. lip + stick = lipstick.
statement	Describes an event, a sentence that tells the reader something e.g. Daniel watched the television.
command	A command gives an instruction or tells someone to do something. Commands usually begin with an imperative verb e.g. Go and brush your teeth!
question	A question is used to find out information e.g. Why is your bedroom so messy?
verb	A verb is an action word; they describe what someone is doing e.g. Jessica shouted.
comma	A comma separates units of meaning in a sentence, e.g. Lana bought some apples, grapes, oranges, peaches and plums for her fruit bowl.
adjective	An adjective is a word that describes a noun, e.g. there was a huge, hairy spider in the bathroom.
adverb	An adverb tells you where, why or how much something is done e.g. Jessica shouted loudly.
tense	A tense is the form of a verb that shows the time when an action takes place, e.g. past, present or future.
apostrophe	Apostrophes are used to show possession e.g. This is Robert's car. They are also used to show that letters are missing e.g. in a contraction I am - I'm, you are - you're.
exclamation	A sudden cry or remark to show surprise, strong emotion, or pain.



# Find all the Verbs...

Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such things.

Mr Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large moustache. Mrs Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.



Did you find all 24?

Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious because they just

12 Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

Mr Dursley made drills. He was a very large man with a very large neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.



# Year 5 and 6 Parents' Workshop

## Spelling



We are changing the way we are delivering our spelling programme at C&J.

We are changing the emphasis from the **testing** of spelling to the **teaching** of spelling. Although there will be some tests, they will be tests from your child's personal spellings which they have identified they need to learn.

Our spelling programme will focus on teaching the spelling rules.

IF THE GH SOUND IN ENOUGHGH IS PRONOUNCED "F"  
& THE O IN WOMEN MAKES THE SHORT "I" SOUND  
& THE TI IN NATION IS PRONOUNCED "SH"  
THEN THE WORD

**"GHOTI"**

IS PRONOUNCED JUST LIKE



**"FISH"**



WELCOME TO THE ENGLISH  
LANGUAGE







# Year 5 and 6 Parents' Workshop Spelling Activities

'ough' investigation video.

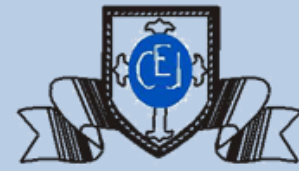
## Parent Games



- Spelling Tennis
- Dictionary Race
- Guess the word
- Silly Story

<p>Copper and Jordan C of E Primary School 1</p> <p><b>4. DEFINITIONS</b> Make this exercise a more worthwhile learning experience by asking pupils to work in pairs. Pupils are given one dictionary to share and work together to find and write the definition of each word. By using a selection of dictionaries, pairs can then share and compare their definitions with another pair.</p> <p><b>5. SPELLING AID</b> Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word <u>out loud</u>. If they spell correctly, they turn the card if they are incorrect, the card is put to the bottom of the pile. Pupils take turns and the winner is the one who has most cards at the end of the game.</p> <p><b>6. SPELLING TUNDS</b> You may have seen this one on the television programme <i>Spelling Bee</i>. Older children really enjoy the one as it can be quite challenging. Pupils work in pairs. One takes on the role of both 'reader' and 'checker'. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker erases the game and starts the correct spelling. The card is then placed again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker.</p> <p><b>7. ALPHABETICAL ORDER</b> Pupils write out their spelling list in alphabetical order. This activity is best used with middle and upper stage pupils but is particularly effective at making them look closely at the spelling of words that begin with the same letter, eg when learning common words. This could be an individual activity but, as a follow-up activity, pupils could work together to check they both have the same order.</p> <p><b>8. MIXED LETTERS</b> Pupils rewrite each of their spelling words in a mixed-up fashion, eg <i>beach</i> could be written <i>lchbae</i>. It is better if they always put the initial letter in the correct place. This is a great activity, as pupils have to scrutinise each word to make sure they have got all the correct letters. These mixed-up lists are then swapped with someone with some spelling words, without looking at the correct list. Pupils have to reassemble each word correctly.</p> <p><b>9. DICTIONARY RACE</b> Pupils work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. The next only helps them to remember how to spell. It is also excellent for practising dictionary skills. You can turn it into a game by giving them countries to guess.</p> <p><b>10. SYLLABLES</b> Working in threes, pupils split their spelling words into syllables, eg <i>beach</i> (beach) (ch). Again close attention to details is needed as it helps them to retain more difficult spellings. <i>Spelling Activities</i></p>	<p>Copper and Jordan C of E Primary School 2</p> <p><b>11. WORDS WITHIN WORDS</b> Pupils try to find smaller words inside each of their spelling words without rearranging the letters. Eg using the word 'practising' you could find 'last', 'king', 'in', 'w'. Set a time limit, say 10 minutes. For them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.</p> <p><b>12. SILLY STORY</b> Working in pairs, pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class - the stories are usually very silly so children enjoy this activity.</p> <p><b>13. FLYING GAME</b> This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils shake the cards. They then look away and a nominated person removes one of the cards. Pupils hunch back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!</p> <p><b>14. MAGNETIC LETTERS</b> Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be called to check their spellings.</p> <p><b>15. WORDSEARCH</b> Using squared paper, pupils <i>hide</i> a <i>word</i> (eg) with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words. For the next spelling session, <i>word</i> (eg) are swapped with another member of the same spelling group. Words are ringed and then written out underneath. How many can they find? They are then swapped back and marked by the original owner of the <i>word</i> (eg).</p> <p><b>16. MEMORISE</b> Show the children an example of a mnemonic and explain why they are used, eg <i>big</i> elephant can <i>give</i> grandfather <i>small</i> <i>garbage</i> → <i>BIG G</i> Working with a partner, pupils try to make up mnemonics for one or two of their trickiest spelling words. A time limit should be set (again about 10 minutes). Their mnemonics can then be shared with another pair - the whole group or displayed on the wall for everyone to see.</p> <p><b>17. LUCKY BAG</b> This is a game best played in threes or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it's 'lucky dip'. The picked letters are placed in front of <i>Spelling Activities</i></p>
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# Year 5 and 6 Parents' Workshop

## Spelling Activities

### Spelling Tennis

Find two friends to work with 😊.

Person 1 chooses a word; the other two members of the group take it in turns to say alternate letters until the whole word is spelt.

If a mistake is made, person 1 tells them what the mistake was and puts the word to the bottom of the pile to be spelt again.

Correct words are counted up.

### Parent Games 😊

- Spelling Tennis
- Dictionary Race
- Guess the word
- Silly Story



# Year 5 and 6 Parents' Workshop

## Spelling Activities

### Dictionary Race

#### Parent Games 😊

- Spelling Tennis
- Dictionary Race
- Guess the word
- Silly Story

One person on the table is the 'Caller'.  
Everyone else on the table needs a  
dictionary.

The 'Caller' takes a word out of the  
envelope and reads it to the group. The  
winner is the first person to find it in  
the dictionary, spell it out and read out  
the definition.



# Year 5 and 6 Parents' Workshop

## Spelling Activities

compound word videos.





# Year 5 and 6 Parents' Workshop

## Spelling Activities

### Parent Games 😊

- Spelling Tennis
- Dictionary Race
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### Guess the Word

Find a partner 😊

One person takes a word out of the envelope and writes a letter down - you can start anywhere in the word; it does not have to be at the start.

The other person tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the point.

The fewer letters that have been given - the more points to be won.



# Year 5 and 6 Parents' Workshop

## Parent Games 😊

- Spelling Tennis
- Dictionary Race
- Guess the word
- Silly Story

## Spelling Activities Silly Story

Using the following 6 words (from the Y5&6 list), write a short silly story. You must ensure the words are spelt correctly and use all of the words.

cemetery exaggerate mischievous queue determined



# Year 5 and 6 Parents' Workshop



Thank you for coming.

The workshop presentations and spelling games are on the school website.

Please ask any questions